



SPRING 1999 CATS ASSESSMENT

Open-Response Item Scoring Worksheet

Grade 4 — Writing Task 7

The **academic expectation** addressed by this task is:

1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

The **core content** assessed by this task is Transactive Writing.

Transactive writing is informative/persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives. In transactive writing, students will write in a variety of forms such as the following:

- letters
- speeches
- editorials
- articles in magazines, academic journals, newspapers
- proposals
- brochures
- other kinds of practical/workplace writing

Characteristics of transactive writing may include

- text and language features typical of the selected form.
- information to engage the reader and to clarify and justify purposes.
- idea(s) to communicate the specific purpose for an intended audience.
- explanation and support to help the reader understand the author's purpose.
- well-organized idea development and support (e.g., facts, examples, reasons, comparisons, anecdotes, descriptive detail, charts, diagrams, photos/pictures) to accomplish the specific purpose.
- effective conclusions.

Situation:

All students have responsibilities in the classroom. In the school handbook there is a list of responsibilities.

Student Responsibilities

- Following rules
- Using time wisely
- Listening carefully
- Attending school regularly
- Completing homework
- Following directions

Writing Task:

After looking at the list, write a letter to a new fourth grader. Tell which responsibilities you think are most important and why.



KENTUCKY WRITING ASSESSMENT

Holistic Scoring Guide

| NOVICE | APPRENTICE | PROFICIENT | DISTINGUISHED |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Limited awareness of audience and/or purpose Minimal idea development; limited and/or unrelated details Random and/or weak organization Incorrect and/or ineffective sentence structure Incorrect and/or ineffective language Errors in spelling, punctuation, and capitalization are disproportionate to length and complexity | <ul style="list-style-type: none"> Some evidence of communicating with an audience for a specific purpose; some lapses in focus Unelaborated idea development; unelaborated and/or repetitious details Lapses in organization and/or coherence Simplistic and/or awkward sentence structure Simplistic and/or imprecise language Some errors in spelling, punctuation, and capitalization that do not interfere with communication | <ul style="list-style-type: none"> Focused on a purpose; communicates with an audience; evidence of voice and/or suitable tone Depth of idea development supported by elaborated, relevant details Logical, coherent organization Controlled and varied sentence structure Acceptable, effective language Few errors in spelling, punctuation, and capitalization relative to length and complexity | <ul style="list-style-type: none"> Establishes a purpose and maintains clear focus; strong awareness of audience; evidence of distinctive voice and/or appropriate tone Depth and complexity of ideas supported by rich, engaging, and/or pertinent details; evidence of analysis, reflective, insight Careful and/or subtle organization Variety in sentence structure and length enhances effect Precise and/or rich language Control of spelling, punctuation, and capitalization |

SCORING CRITERIA

| CRITERIA | OVERVIEW |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PURPOSE/AUDIENCE | The degree to which the writer <ul style="list-style-type: none"> establishes and maintains a purpose communicates with the audience employs a suitable voice and/or tone |
| IDEA DEVELOPMENT/SUPPORT | The degree to which the writer provides thoughtful, detailed support to develop main ideas(s) |
| ORGANIZATION | The degree to which the writer demonstrates <ul style="list-style-type: none"> logical order coherence transitions/organizational signals |
| SENTENCES | The degree to which the writer includes sentences that are <ul style="list-style-type: none"> varied in structure and length constructed effectively complete and correct |
| LANGUAGE | The degree to which the writer exhibits correct and effective <ul style="list-style-type: none"> word choice usage |
| CORRECTNESS | The degree to which the writer demonstrates correct <ul style="list-style-type: none"> spelling punctuation capitalization |

INSTRUCTIONAL ANALYSIS

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| <p>Examining instructional strengths can assist in improving writing and learning in your school. Student portfolios can provide evidence of instructional practices. This section of the Holistic Scoring Guide is provided to assist teachers in identifying sustained evidence of instructional practices through examination of student products. When scoring a student portfolio, scorers may identify <u>any number</u> of the instructional strengths listed below.</p> <p>Each bullet uses language found in the PROFICIENT cell and should be marked if the sustained performance in the portfolio demonstrates that the student has applied instruction at the proficient level in any one or more of the following areas:</p> <ul style="list-style-type: none"> Establishing focused, authentic Purposes Writing for authentic Audiences, situations Employing a suitable Voice and/or Tone Developing Ideas relevant to the purpose Supporting ideas with elaborated, relevant Details Organizing ideas logically Using effective Transitions Constructing effective and/or correct Sentences Using Language effectively and/or correctly Editing for correctness |
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COMPLETE/INCOMPLETE PORTFOLIOS

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| <p>A portfolio is <u>incomplete</u> if it does not contain:</p> <ul style="list-style-type: none"> Writing in each category Reflective (Letter to Reviewer), Personal, Literary, and Transactive Required number of pieces in each category <ul style="list-style-type: none"> 4th grade—4 pieces 1 in each category 7th and 12th grade—5 pieces 1 in each category 1 extra in either personal, literary, or transactive Completed Table of Contents Title, Category, Study Area, & Page Number for each piece Signed Student Signature Sheet Required number of Content Piece(s) (pieces from content areas other than English/language arts) <ul style="list-style-type: none"> 4th and 7th grade—at least 1 content piece 12th grade—at least 2 content pieces <p>A portfolio is also incomplete if any pieces</p> <ul style="list-style-type: none"> are proven to be plagiarized. are different from those listed in the Table of Contents. are written in a language other than English. demonstrate only computational skills. consist of only diagrams or drawings. represent a group entry. |
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SPRING 1999 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Sample of Proficient Response of Student Work

Student Response

138 Robinson Dr.
Paintsville, Ky 41240
April 16,th 1997

Dear New Fourth Grader,

As an elected leader in the fourth grade this year, it is my responsibility to inform you of something to make you more succesful in our school. These are the three main rules I think you need to do/use most to become a top-notch student or just be successful in our school.

As a top priority you need to attend school regularly. For example math is like building blocks. If you don't attend school regularly you might miss something. If you can't count you can't add, if you can't multiply you can't divide, and if you cant do these you will never learn more complex ideas in fractions like $\frac{2}{3}$ of 21. See how important it is to go to school.

Another rule you need to know is that you gotta listen. This is very important because If a fire alarm went off, and you ran around like a hooligan, and hid from your teacher you would be in trouble. If it was a real fire and when she called role, and you weren't there she would notify a fireman.

This response to Task 7, a letter to a new 4th grader explaining which rules are important, is an appropriate response to the task. The writer remains focused throughout the piece and presents the information in a straightforward instructional tone ("Practice, practice, practice, your mind is at stake"). The writer continually addresses the audience ("As a top priority you need..." or "Another rule you need to know..."). He/she provides depth and elaboration about student responsibilities, organizes the information logically (basing their piece on an analogy that each responsibility is like a building block to another), and ties the piece together with the final paragraph. The writer offers the reader instances of reflection ("it would never be a part of you, just a lesson", "but if you went to that designated spot where the teacher was at that fireman wouldn't have gone in", or "See how important it is to go to school"). This piece portrays characteristics of a proficient writer.



SPRING 1999 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Sample of Proficient Response of Student Work (cont.)

Student Response

(continued...)

If the fireman dies because you hid you would have to live with that all your life, but if you went to the disgnated spot where your teacher was at that fireman wouldn't have gone in looking for you, and would still be living on this earth. Listening is important. Plus if you were having an assignment, and didn't listen the next morning when the teacher took it up you would probably lose recess because you didn't have it.

Finally I think doing homework is like dancing. You learn a bit at dance lessons, and you learn a bit at school, but if you never did your homework, and practiced at it you would never get better at it, except for during the lessons, and it would never be a part of you, just a lesson. So do your homework, and get a free time break. Practice, practice, your mind is at stake.

Looking back at these rules I think if you follow them you will be a top-notch student at our school. I've tried to help but I gotta go. So use these rules, and go kid go.

See ya around,

Your new friend



SPRING 1999 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Sample Apprentice Response of Student Work

Student Response

131 Blaze Road
West LyKy 41472
April 23, 1997

Dear Cassie,

My name is _____. I am in the forth grade and you are going to be here next year. I'm going to tell you some respomblities you will have in forth grade. I'll tell you the rules you should follow. Also you should use your time wisely, listen carefully, Attend school regulary, complete homework, and Follow directions so you can learn more.

One of the rules is not to talk back. When you talk back to someone that means you are ready to get in a fight. You could get in trouble with the teacher. When you talk back to that person you two probly won't be friends for a while. Then you may not have no one to talk to. That is what talking back means.

When you follow direction you wom't get in trouble as much and make the teacher upset. If you don't follow direction she might send you to the office. I don't want nobody to go in the office because the pricipal might give you a paddling or call your parents. Also when your in the office you might be missing classes. That means be nice and follow directions.

This response to Task 7, a letter to a new 4th grader explaining which rules are important, is an appropriate response to the task. The piece is generally focused upon the purpose; however, presented ideas are unelaborated and explained simplistically ("When you talk back to someone that means you are ready to get in a fight"). The lapses throughout the piece result in a shift away from the main discussion of responsibilities. This shift leads to lapses in organization. The piece contains awkward sentences and language is at times incorrect ("you not have no one to talk to..." and "I don't want nobody to go into the office"). This piece portrays characteristics of an apprentice writer.



SPRING 1999 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Sample Apprentice Response of Student Work (cont.)

Student Response

(continued...)

Here is how to use your time wisely. If someone said, "I'll race you" and you tried to hurry and beat them, that means you might get every answer wrong because you had got in a rush. We want to get a 100% A+, not a F- Then your grade will be down big time. Also, If you have not got done with an assignment and your teacher says to put it away, you can take it home for homework. Be sure to always do your homework. That's what using your time wisely means.

You should attend school everyday because it is important to us to learn and make friends. If you miss a couple of days you have to make up the work you missed. You don't do as well like this. That's why it is important to come to school regularly.

You could Thank me for telling you about the responsibilities of a fourth grader by writing me back. If you need to know anything, you Just stop me around anywhere and ask me.

Your friend,



SPRING 1999 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Sample of Novice Response of Student Work

Student Response

Hc 81 Boy 530
SandyHook Ky 4171
April 29, 1997

Dear Student,

We all know you are new, and need time to get to know people, but you have to have responsibilities.

Almost every kid in school has responsibilities. I think you should have to do all of them but most importantly you should: complete homework, Attend school regually, and use time wriedley. You should do the rest, but you also should do the ones that are more important. That is what I think the new kid should do while He/she is here at this school.

This response to Task 7, a letter to a new 4th grader explaining which rules are important, is an appropriate response to the task. There is an attempt to address purpose since the response is in letter format; however, there is minimal idea development. There is no elaboration of ideas telling why the rules are Important. The sentences are simplistic and the spelling errors are disproportionate (regully for regularly and wriedly for wisely). This piece portrays characteristics of a novice writer.



SPRING 1999 CATS ASSESSMENT

Open-Response Item Scoring Worksheet

Grade 4 — Writing Task 8

The **academic expectation** addressed by this task is:

1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

The **core content** assessed by this task is Transactive Writing.

Transactive writing is informative/persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives. In transactive writing, students will write in a variety of forms such as the following:

- letters
- speeches
- editorials
- articles in magazines, academic journals, newspapers
- proposals
- brochures
- other kinds of practical/workplace writing

Characteristics of transactive writing may include

- text and language features typical of the selected form.
- information to engage the reader and to clarify and justify purposes.
- idea(s) to communicate the specific purpose for an intended audience.
- explanation and support to help the reader understand the author's purpose.
- well-organized idea development and support (e.g., facts, examples, reasons, comparisons, anecdotes, descriptive detail, charts, diagrams, photos/pictures) to accomplish the specific purpose.
- effective conclusions.

Situation:

Your class is studying endangered animals. The class wants to make a booklet about the animals that can be shared with students in your school. You have been asked to write an article about any animal on the chart below that you think should be saved.

| <u>Animals</u> | <u>Where They Live</u> | <u>How Many Are Left?</u> |
|------------------|------------------------|---------------------------|
| Blue Whale | Oceans | 7,500 |
| Giant Panda | China | 200 |
| Black Rhinoceros | India | 600 |
| Polar Bear | Arctic | 8,000 |
| Bald Eagle | North America | 600 |
| Siberian Tiger | Asia | 200 |



SPRING 1999 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Sample of Proficient Response of Student Work

Student Response

Bald Buddies

Does your best friend soar gracefully atop majestic mountains? Though mine's endangered, I'm still willing to help him - the bald eagle.

Golden Gliders

The bald eagles give a beautiful touch to the world, like that final stroke of paint to a masterpiece. They're gorgeous birds and add beauty to nature. When God was creating the bald eagle, he must have been thinking, "King of all lands! Ruler of all nations!", for it would have taken even more to form this wonderful creature. Their eyes glow like fireflies, their beak is the most wonderful shade of dark peach, macaroni, and banana-yellow. The way they spread their golden-colored wings just before they fly is so magical. By saving the incredible bald eagles, it will bring life back to the mountains. Just think: You wake up from a camping trip. Slowly, you wander down to a creek and sit on a mammoth bolder. From your point of view, you can see an eagle, but not an ordinary eagle. This one's a bald eagle, perching on the highest peak on the highest mountain. They look so extraordinary! Wouldn't you like to do this? If you do, you probably feel like me. Help save the bald eagles!

No Stinky Smells!

This response to Task 8, an article about saving an endangered animal, is an appropriate response to the task. The writer pays close attention to their audience. ("Does your best friend soar gracefully atop majestic mountains?") and by using engaging language sustains interest and creates a suitable tone. ("When God was creating the bald eagle, he must have been thinking, king of all lands! Ruler of all nations!"). The writer provides the reasons to save the bald eagle (they are majestic to watch and scavengers) and interjects a humorous tone ("sounds like something my dad would cook!") in an attempt to keep the audience's attention. This piece is cohesive and organized by sections and contains relevant information in each section. Ideas are developed with some insight ("an endangered animals, such as the bald eagle, should be left alone so people can enjoy them"). This piece portrays characteristics of a proficient writer.



SPRING 1999 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Sample of Proficient of Student Work (cont.)

Student Response

(continued...)

At least once a week, you'll smell a dead animal beside the road, right? If it weren't for eagles, we'd smell them everyday! The horrible odor would creep into our backyard and almost kill our noses! I'd probably walk around with a closepin on my nose! Thanks to my friends, I don't have to. Mr. Baldy (the bald eagle) and his bird friends eat dead animals that lay beside the road. (Yuck!) The bald eagle, who's a scavenger, feasts on a banquet of possum, skunk, raccoon, and squirrel. (Sounds like something my dad would cook!) Even though they look beautiful on the outside, they have some pretty gross things on the inside - like skunk!

Eagle Exhibits

Endangered animals, such as the bald eagle, should be left alone so that people can enjoy them. I don't think it's right to just go out and shoot them. I do believe that it's all right to go out and just watch them fly around, though. Taking photos of them in their natural habitat is also all right. What's your opinion? Sometimes, I want to pick up the phone and dial 1-800-SAVE-THE-BALD-EAGLES, but I don't think that's even a real phone number. To save bald eagles, in libraries and bookstores, there should be all kinds of books on eagles including chapter books and picture books.



SPRING 1999 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Sample of Proficient Response of Student Work (cont.)

Student Response

(continued...)

There's a catchy song that I like and the chorus goes, "Fly with wings of an eagle, glide along with the wind, and no matter how high, I'll be thinking of you!" To help the bald eagles, you can put up signs that say "Leave 'em Alone!" or "Stop and Think" or "Unload Your Guns!" or come up with your own creative slogans. There's only an estimated guess of 600 left.

I hope and pray that my fine, feathere friends will enlarge in great numbers. Even if there are few out there, there will always be many in my heart!

Writing Task:

Write an article for the class booklet telling which animal you are most interested in saving and why.



SPRING 1999 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Sample of Apprentice Response of Student Work

Student Response

Siberian Tigers

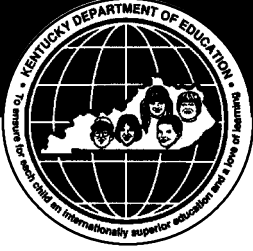
Did you know that only 200 Siberian Tigers are left in the world? Well I did and I think that it should be saved because there aren't many left. I think that for three reasons, first they are so endangered, second they help to control the pest population and animal population and last of all if they aren't saved from diseases and poachers they will all die and be made into fur coats, purses, and many other things. First they have to be saved because they're so endangered that's because they are being turned into purses and furs and when they are not they are beautiful just not on a person's back, and because they have just as much right as we do to live on this Earth because they're living and breathing to.

My second reason they should be saved is because they can control the animal and pest population. Just like by eating an antelope when there are too many and by eating an insect when there are too many. Also by having children of their own to keep their population, that's important because the population should be the same everyday.

And my last reason the Siberian Tiger should be saved is because if they aren't saved they will all die of diseases or poachers trying to catch them and get their hides and make fur coats or purses out of them.

That is three of my reasons and examples of why the Siberian Tiger should be saved from being killed and dying, so if you know someone who does this ask him or her not to do that because that Tiger is so important to us!

← This response to Task 8, an article about saving an endangered animal, is an appropriate response to the task. This piece has unelaborated idea development ("I think that for three reasons, first they are so endangered, second they help control the pest populations and animal population and last of all if they aren't saved from diseases and poachers...") and repetitious details (poacher, diseases, fur coats, and purses). There are lapses in focus and lapses in organization that are distracting to the overall coherence and purpose of the piece. This piece portrays characteristics of an apprentice writer.



SPRING 1999 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Sample of Novice Response of Student Work

Student Response

If you care about animals then lissen. The Siberian Tiger is almost existence for good. There are only 200 Siberian Tiger left in Asia. Why do people wont to kill the Siberian Tiger? People are hunting them down because they just wont their fur to seal and get money. We need the Tiger or Earth will never be the same with out Siberian Tigers. We need to let them have there space and we will keep are space because the Siberian Tiger and other animals where here before use. So let them have there space before it is to late for the Siberian Tiger. We can't let know more animals be existence. Why you say? Because we wont have know more animals to see or take care of. So lets see right know how many Tigers and animls we can save. And if the Tigeres and animals that are almost existence see how many they are. If they are alot then you will get a prize. So the Tigers will be saved again. When a huge number of them are back we will still have to watch out for them. So lets Save the Siberian Tiger in case it is to late. Rember there are only 200 left lets save them.

← This response to Task 8, an article about saving an endangered animal, is an appropriate response to the task. The student's focus on the purpose of the task is limited and shows limited audience awareness. Organization is random with a list of unrelated details ("If they are a lot then you will get a prize" and "we will keep are space because the Siberian Tiger and other animals where here before use"). In addition, there are several errors in spelling, word order and sentence structure. Ideas that are presented are minimally developed ("We need the Tiger or Earth will never be the same with out Siberian Tigers."). This piece portrays characteristics of a novice writer.